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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) job satisfaction as related to individual functional dominance and job description functional dominance; (2) familiarity as a variable in anticipated communication; (3) the relationships between interpersonal behavior orientation and T-group interactions for members and leaders; (4) two-way communication adjustment scores and marital adjustment; (5) communication with parents of gifted children; (6) effects of message order on memory for a request for help; (7) the development of the interpersonal communication curriculum at Northeast Missouri State University; (8) alignment talk in marital conversation; (9) political opinion change in parent-adolescent dyads: the influence of communication activities; and (10) the effect of cognitive complexity on interpersonal communication satisfaction and perceived confirmation. (DF)

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Interpersonal, Nonverbal, and Small Group Communication:

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JOB SATISFACTION AS RELATED TO INDIVIDUAL FUNCTIONAL DOMINANCE AND JOB DESCRIPTION FUNCTIONAL DOMINANCE

Order No. DA8501354

BUSCH, MICHAEL CHARLES, PH.D. *University of Denver*, 1984. 193pp.

This study was undertaken to examine the relationship between functions of human communication and job satisfaction. Specifically, it was to examine goodness of fit between an individual's functional dominance and job description functional dominance and how this fit is associated with job satisfaction. The hypothesis was tested by comparing job satisfaction levels of two groups: congruents (high amount of agreement between individual functional dominance and job description functional dominance) and discrepants (low amount of agreement between individual functional dominance and job description functional dominance). It was predicted congruents would have higher job satisfaction scores than discrepants.

Federal employees were administered the Johnson Functional Dominance Instrument and the Job Descriptive Index. Subject's job descriptions were given to a panel of experts who determined the communication functions.

Twenty-four tests of significance were developed comparing congruents and discrepants within linking, mentation, regulation, and total functions on six dimensions of job satisfaction (pay, opportunities for promotions, co-workers, supervision, work itself, and total).

Twenty-two of the twenty-four tests of significance provided no support for the hypothesis. The hypothesis was supported within the mentation function and total function on the satisfaction dimension opportunities for promotion.

Overall findings were inconclusive. Failure to confirm the hypothesis may indicate satisfaction is not associated with communication function and job descriptions. Job descriptions may not adequately describe communication requirements of a job and individuals may not perceive their jobs as having communication requirements.

Mentation and total (combined) functions congruents reported higher satisfaction on opportunities for promotion than discrepants. These findings may be due to mentation congruents perceiving their skills as valuable for promotion and opportunities for promotion are present due to their mentation skills. The total (combined) functions congruents may be more satisfied than discrepants due to discrepant's desire to leave and promotion is the only perceived means available. The number of promotions available may be unsatisfactory given the level of desire to leave.

Suggestions for future research included refining the Functional Dominance Instrument, writing job descriptions to contain communication requirements, and determining whether the communication requirements are dominant to other duties.

AN EMPIRICAL INVESTIGATION OF GAZING BEHAVIORS IN HIGH AND LOW APPREHENSIVE INDIVIDUALS AS RELATED TO MOOD AND PERSONALITY CHARACTERISTICS

Order No. DA8420998

BUTLER, JOHN FREDERIC, JR., PH.D. *The University of Florida*, 1984. 94pp. Chairman: Anthony Clark

This study investigated the gazing behaviors, moods, and personality characteristics of individuals who, on the basis of a self-report scale given prior to the experiment, were characterized by high or low levels of communication apprehension. Specifically, this inquiry utilized an unobtrusive video camera to tape sixty high and low communication apprehensive subjects while they waited with another subject for a five minute period.

Subjects were paired according to apprehension level, resulting in three different dyadic compositions consisting of 10 "high-high" pairs, 10 "high-low" pairs, and 10 "low-low" pairs. They also were placed in either "threat" or "no threat" conditions, with subjects in the "threat" condition given the expectation that they would be requested to deliver a speech before a camera, and subjects in the "no threat" condition given no expectations about a forthcoming speech. After waiting with their partners for a five minute period (while they were unobtrusively taped), subjects completed two self report scales designed to assess mood and personality characteristics after the completion of these scales, subjects were debriefed and dismissed.

The three independent variables (apprehension level, threat condition, and pair composition) and six dependent variables (fear of camera, mood, personality, gaze, mutual gaze, and magazine examination) were tested by a multivariate analysis. The results yielded no significant interactions but produced the following main effects: (1) Highly apprehensive subjects gazed less than low apprehensive subjects ($p < .001$). (2) Highly apprehensive subjects engaged in less mutual gaze than low apprehensive subjects ($p < .009$). (3) Highly apprehensive subjects were more anxious than low apprehensive subjects about speaking before a camera ($p < .0001$). (4) Highly apprehensive moods were characterized by more tension ($p < .006$), depression ($p < .047$), fatigue ($p < .05$), confusion ($p < .02$) and less vigor ($p < .0001$) than low apprehensive subjects. (5) Highly apprehensive subjects' personalities were characterized by less emotional stability ($p < .006$), and self assurance ($p < .0009$); and by more submissiveness ($p < .05$), restraint ($p < .0001$), shyness ($p < .0001$), conservatism ($p < .034$), and tension ($p < .001$) than low apprehensive subjects.

SOME CONSTRAINTS OF CONSIDERATION ON CONVERSATION: INTERACTIONS OF POLITENESS AND RELEVANCE WITH GRICE'S SECOND MAXIM OF QUANTITY

Order No. DA8502128

DONALDSON, SUSAN KAY, PH.D. *University of Illinois at Urbana-Champaign*, 1984. 624pp.

In his by now well-known paper 'Logic and conversation' philosopher of language Paul Grice establishes four maxims speakers follow in conversing: maxims of quantity, quality, relation, and manner. The maxim of quantity he divides into two parts, saying that conversational participants must give enough information to each other, but must not give too much. However, after once establishing this maxim, Grice immediately casts doubt on its validity, saying that its second part is adequately covered by the maxim of relation, which states that what one says should be relevant--that is, that any remark that would be considered overinformative would be discounted by its being irrelevant, anyway, thus eliminating the need for the second half of the maxim of quantity.

This dissertation, employing examples from both tape-recorded 'real' conversations and conversations from short stories and novels, argues that Grice's first intuitions were correct, namely, that the second half of the maxim of quantity is both valid and necessary. Speakers refrain, at times, from conveying to one another information that could be highly relevant to the material at hand, the thesis maintains, for reasons that stem in large part from consideration for one another. A lengthy review of the literature is included, as well as a chapter distinguishing *conversation* from other sorts of verbal interaction, and one on the nature of consideration and precedents from the literature on human interaction for consideration as a valid form of motivation. Transcripts of four 'real' conversations follow the text.

FAMILIARITY AS A VARIABLE IN ANTICIPATED COMMUNICATION

Order No. DA8424359

DUDCZAK, CRAIG A., PH.D. *University of Kansas*, 1984. 105pp.

Persons anticipating interaction with another person respond differently as a function of their familiarity with the other person. It was predicted that a person anticipating interaction with another from a familiar ethnic background would engage a broader cognitive schema which would be reflected in the number of additional items of information, questions asked, and elements of a written impression generated by a subject. Conversely, it was expected that a person anticipating interaction with another whose was from an unfamiliar ethnic background would select fewer additional items of information, ask fewer questions, and write fewer elements of a written impression. This prediction was supported in the whole in two of the three dependent measures.

A second prediction was that persons anticipating interaction with a target from a familiar ethnic background would select personality-related items in the information selection, questions asked, and impressions generated. Conversely, persons expecting to interact with another from an unfamiliar background would represent the target in descriptive items of information, questions, and elements of their impression. This prediction was not supported in any of the three measures.

An unpredicted finding was that all subjects, regardless of their familiarity of the ethnic background of the target, represented the target in personality-related items. This result was obtained in all three measures including the additional items selected, questions asked, and impressions recorded.

THE COMMUNICATIVE FUNCTION OF THE EXPRESSION AND NON-EXPRESSION OF DISCLOSURE WITHIN DYADIC RELATIONSHIPS

Order No. DA8422609

GROSSLIGHT, GLEN A., PH.D. *University of Colorado at Boulder*, 1984. 185pp. Director: Assistant Professor Thomas S. Frentz

The purpose of the study was to describe and interpret patterns of expression and non-expression of disclosure occurring within the process of dyadic communication. There were 21 subjects who participated in this study by serving as their own participant-observers of their dyadic interactions. Diaries kept by the subjects were verified, clarified and extended through intensive interviews. A qualitative analysis of the diary-interview data was performed using Glaser's constant comparative method.

The results of the study yielded six emerging features of disclosure: disclosure exigencies and vacuums, markers and tactics, probes and invitations, reciprocation functions and vacuums, image boundaries, and self and other functions. An integrated central statement was posited: The communicative function of the expression or non-expression of disclosure is embedded in the participant's perceptual-interpretations of the relational image, the disclosure choice, and the placement or absence of particular types of disclosure within the sequence of interaction. The expression or non-expression of disclosure can function to maintain, manage, or change the relational image as interpreted by, and negotiated between the participants.

The conclusions reached are that the communicative function of the expression and non-expression of disclosure is more complex than in conceived by past research.

THE SOCIAL GOALS OF CHILDREN: A NATURALISTIC STUDY OF CHILD-TO-CHILD INTERACTION IN A KINDERGARTEN

Order No. DA8429220

HATCH, JOHN AMOS, PH.D. *The University of Florida*, 1984. 169pp. Chairperson: Suzanne M. Kinzer

The study was a naturalistic investigation of child-to-child interaction in a kindergarten classroom. Passive participant observation, ethnographic interviewing, and unobtrusive data collection were the research methods used in the study. Data for the study were collected over a five month period and included field note records of 80 hours of children's conversations recorded in a variety of school settings.

The goal of the study was to provide a descriptive analysis of children's interactive behavior from the perspective of the children themselves. As the study evolved, it focused on the objectives children sought to fulfill in face-to-face contacts with peers. Data analysis revealed children's social goals which were divided into three basic areas: *affiliation goals*--to feel that they were connected with others, that others perceived them as worthy social interactants, and that others cared about them and wanted to do things with them; *competence goals*--to feel that they were competent individuals, capable of accomplishing school tasks, and that they were recognized as members of the group which was achieving what was expected in school; and *status goals*--to feel that they were superior to or more important than others, that they were able to manipulate or control the actions of others, and that they were able to assert their own status in relationship to the status of others. The findings of the study include descriptions of children's strategies for accomplishing social goals in each area.

The following general conclusions were drawn from the findings: (a) children placed a high value on affiliation, competence, and status in relationships with their peers; (b) children's interactions were responsive, not egocentric; (c) children's strategies for accomplishing social goals revealed capacities for reasoning and perspective taking; (d) children's knowledge of adult interaction patterns was substantial, yet incomplete; and (e) children demonstrated their capacities for generating and understanding messages communicated at a symbolic, ceremonial level.

THE RELATIONSHIPS BETWEEN INTERPERSONAL BEHAVIOR ORIENTATION AND T-GROUP INTERACTIONS FOR MEMBERS AND LEADERS

Order No. DA8421445

HAWKS, IRENE KAMINSKY, PH.D. *New York University*, 1984. 192pp.

The problem of this study was to determine relationships between defensiveness of T-Group participants and types of verbal interactions in T-Groups. The participants included 7 leaders (doctoral students--4 men, 3 women) and 33 members (master's degree candidates--29 women, 4 men) in Counseling at New York University.

Participants completed the six subscales of the FIRO-B questionnaire measuring interpersonal defensiveness, a consent form, and demographic data form including age, sex, education level, marital status, leader/member role, group and counseling experience. Verbalizations were coded from the middle 45 minutes of four videotapes from five T-Groups. Three trained raters scored 3,174 interactions according to four categories adapted from the Argyris Observational System: Self/other directed and facilitative/non-facilitative.

Hypothesis 1 predicted that less defensive participants would produce more facilitative interactions than more defensive participants. Two stepwise regressions (for participants and members) were performed. The multiple Rs did not reach significance at $p < .05$. Hypothesis 1 was rejected.

Hypothesis 2 predicted that more defensive participants would produce more non-facilitative interactions than less defensive participants. Two similar analyses were performed. Hypothesis 2 was rejected.

Hypothesis 3 predicted leaders, as a group, would produce proportionally more other-directed facilitative interactions than members. A comparison by *t* test was significant at $p < .00001$, confirming hypothesis 3.

A research question stated whether leaders' other-directed facilitative interactions influence members' facilitativeness. Lag Sequential Analysis was employed to evaluate the research question, using frequencies and Z scores. The finding was affirmative. Moreover, leaders' other-directed facilitative interactions produced more facilitativeness and less non-facilitativeness among members than leaders' self-directed facilitative or non-facilitative interactions.

Supplementary analyses related to hypotheses 1 and 2, which included demographic variables and a composite FIRO-B variable, defensive rank, revealed low-defensive rank was a significant predictor of facilitativeness and non-facilitativeness, or interactiveness, implying facilitativeness and non-facilitativeness are both needed in T-Groups. Predictions were hampered when FIRO-B scales were not used in composite form. Group and counseling experience, and leader role were related to facilitativeness.

It is suggested that sequential analysis is a profitable tool for process-oriented research and the role of non-facilitativeness be further explored.

TWO-WAY COMMUNICATION ADJUSTMENT SCORES AND MARITAL ADJUSTMENT

Order No. DA8427734

HEATHERLY, GEORGE DAVID, PH.D. *University of South Carolina*, 1984. 187pp.

Statement of the Problem. The purpose of this study was to address the possible influence two-way communication adjustment scores may have upon marital adjustment for couples in marital therapy and couples not in marital therapy. Two-way communication adjustment scores were derived from the dichotomous preference scores (Jungian psychological type) of the individual spouses on the Myers-Briggs Type Indicator and converted into a single score indicating two-way communication adjustment. Marital adjustment was measured using the combined scored of couples on the Locke-Wallace short-form Marital Adjustment Scale.

Past research has been unable to find a significant relationship between Jungian psychological type and marital adjustment. A more sophisticated methodology has been recently developed which offers an increased probability of finding significance between psychological type and marital adjustment.

Procedure. Forty-two married couples in marital therapy and 44 married couples not in marital therapy participated in the study. The couples may have been married more than once. None of the couples in marital therapy were in therapy with the investigator. Each couple was requested to complete the Myers-Briggs Type Indicator, Locke-Wallace short-form Marital Adjustment Scale, and a Personal Data Sheet. The data was collected over a three month period.

Results. The results of the study indicated that for couples in the study in marital therapy there was no significant relationship between two-way communication adjustment scores and marital adjustment scores. For couples in the study not in marital therapy there was no significant relationship between these two variables. There was no significant relationship between two-way communication adjustment scores of couples in marital therapy and couples not in marital therapy. There was a significant difference between the marital adjustment scores of the two groups. Couples in marital therapy scored significantly lower in marital adjustment.

Conclusions. For couples in this study, two-way communication adjustment scores cannot be used as a predictor of marital adjustment. Couples in this study in marital therapy perceived their marriages as less satisfying than couples not in marital therapy.

AN ANALYSIS OF A NONVERBAL TRAINING PROGRAM'S EFFECT UPON BUSINESS COMMUNICATIONS STUDENTS' SENSITIVITY TO NONVERBAL FACIAL EXPRESSIONS

Order No. DA8425323

HOHL, LARRY ROBERT, PH.D. *The University of North Dakota*, 1984. 144pp. Adviser: Professor Roger Bloomquist

Problem. The problem of this study was to determine if a specific training program in nonverbal facial communication for business communications students affects their sensitivity to nonverbal facial cues. A secondary problem was to determine if there was a difference between those groups trained in nonverbal facial communication and their sensitivity to para-language and kinesics (areas that received no formal training) and groups who received no such formal training.

Procedures. The study was conducted during the second semester of the 1982-83 school year. The study involved eight business communication classes, four teachers, and two post-secondary schools.

Of the 202 students who participated in the study, 111 were males and 91 were females. The 110 control students were administered the Profile of Nonverbal Sensitivity Test (PONS) as a pretest and a posttest. The experimental groups were also given the pretest and posttest along with three 45-minute training sessions in nonverbal facial communication.

The data collected from the 220-point PONS pretest and posttest were analyzed using analysis of variance and analysis of covariance. Data collected on a self-ranking score was analyzed using the Spearman Correlation Coefficient.

Conclusions. The following conclusions are based on the findings which were presented in chapter 4. (1) It can be concluded that when using the methodology, materials, and population of this study that students trained in nonverbal facial communication showed no significant difference in their sensitivity to kinesic and facial nonverbal cues. (2) It can be concluded that when using the methodology, materials, and population of this study that no matter how a student ranked him/herself in decoding nonverbal cues, he/she did not perform significantly better than those who did not rank themselves as high in decoding nonverbal cues. (3) It can be concluded that when using the methodology, materials, and population of this study that males and females trained in nonverbal facial communication improved significantly in their ability to decode paralanguage cues. (4) It can be concluded that when using the methodology, materials, and population of this study that there was no significant relationship between the ranked scores in sensitivity to nonverbal cues and the PONS posttest scores.

COMMUNICATION WITH PARENTS OF GIFTED CHILDREN

Order No. DA8501358

JACKSON, ANNA MARIE, PH.D. *University of Denver*, 1984. 153pp.

This study described the communication with parents of gifted children as to the adequacy and importance of communication received from schools. A secondary purpose of the study was to identify techniques or types of communication which meets the needs of parents.

The survey instrument collected information from parents of gifted children living in five school districts on the eastern slope of the Rocky Mountain region. Respondents rated communication received from the schools in two parts: (1) adequacy and (2) importance.

Parents revealed that they do not receive communication from schools which adequately meets their needs as parents of gifted children. They do not receive communication concerning general information concerning giftedness, program procedures for a gifted child, the child's progress in the gifted class or opportunities for involvement in the class or school of the gifted. The parents indicated that this kind of information is very important for meeting their needs.

Parents indicated that they do receive adequate information concerning academic progress and social behavior in the regular classroom. The schools do not adequately communicate academic progress or social/emotional behavior from the gifted class to the parents.

Parents revealed that information dealing with the academic progress or social/emotional behavior of their child is most adequately communicated with personal conferences. Communication techniques for explanation or procedures of a program are very important and can be communicated adequately with printed notices, handbook, or newsletters. A handbook, phone call, or newsletter adequately communicates involvement opportunities.

Those attending a program for the gifted represented 52% of the respondents. The children were involved in some kind of program or special accommodation for gifted children. The students in no program represented 48% of the respondents.

Gifted Awareness and Accountability Process (GAAP) a model for effectively communicating with the community and parents of the gifted child was developed to be used by school district and educators. This model of communication addresses a variety of communication techniques and is outlined for use in three stages, community awareness, school communication and parent/child contact.

INTERCULTURAL COMMUNICATION: FRIENDSHIP PATTERNS OF THAIS IN THE UNITED STATES

Order No. DA8427428

MANIWATANA, MANU, PH.D. *Columbia University*, 1982. 302pp.

Much of the research on intercultural communication has been concerned with culture, values, language, and nonverbal behavior. This dissertation places more emphasis on opportunity structure and group status as factors that influence the rate of intercultural friendship of the Thais in the United States. The study is based on in-depth interviews of 79 Thais in the United States as well as on examination of the Thai newspapers published in New York and California.

Thai rates of intercultural communication are heavily influenced by: lack of intention of stay in the United States, sex composition of the group, occupational concentration, group institutional resources, ingroup solidarity, and race and national status. Intercultural friendship appears to depend more on opportunity for social contact, the position of the group to which individual belongs, and his position in this group than on cultural variables or social class variables.

The study found that most Thais in the United States have very few or no friends from other cultures, particularly from the native-born American group. Among Thai groups, the professionals and the students have the most American or non-Thai friends, while the nurses and laborers have the fewest. The Thais tend to choose other orientals, particularly foreign-born Chinese and Filipinos, most frequently as friends.

It is found also that the rate of intercultural friendship is influenced by physical and social distance, and that such friendships tend to form on the basis of male-male or female-female relationships.

The study discusses how the failure of the Thais to make friends across cultures affects their social mobility, the adjustment and assimilation processes, and Thai community organizations. It concludes with some speculation about the future of the Thai community in the United States, and about the extent to which the findings may apply to other nationality groups.

AN ANALYSIS OF FREQUENCY AND SEQUENTIAL COMMUNICATIVE PATTERNS IN STRESSED AND NON-STRESSED COUPLES: AN EXPLORATORY STUDY

Order No. DA8427788

MARSHALL, BILL CLIFFORD, PH.D. *Brigham Young University*, 1984. 89pp. Chairman: Boyd C. Rollins

This study was conducted to determine the effect of stress on frequency and sequentiality of couple communication in an experiment. SIMFAM was used to induce the stress for the experimental and control groups.

Analysis of variance was used to analyze the frequency data. There were significant differences between the two groups in terms of frequency data. The experimental group couples attended to the task significantly less than the control group couples. The experimental group couples also had significantly more non-supportive communication exchanges than did the control group. Lag sequential analysis was used to analyze the sequential data. There were no significant differences found between the two groups in the lag sequential analysis.

GENDER AND COMMUNICATION STYLE AS PREDICTORS OF PERSONAL DECISION MAKING IN MID-LIFE

Order No. DA8429971

MULLER, SALLY DIGGLES, PH.D. *University of Denver*, 1984. 235pp.

Personal decision making, the process whereby individuals choose among a set of alternatives that have life consequences, was the focus of this investigation. Based on Carol Gilligan's research and theoretical framework for women's moral development, decision making was categorized as interdependent, i.e., based on relationship factors, and independent, i.e., based on personal, independent goal factors. Gilligan suggested that women tended to make more interdependent decisions and men tended to make more independent decisions. The question addressed in this study was whether gender or an individual's communication style was a better predictor of the type of decision making for individuals in mid-life. The Lashbrook and Lashbrook Social Style Profile was used to measure communication style across the dimensions of high and low responsiveness.

Forty married couples who fulfilled family, educational, economic and mid-life criteria were interviewed. They were asked to designate three recent significant personal decisions, to describe the factors considered in each decision and to indicate the one factor most influencing each final outcome. Three Social Style Profiles were collected on each subject and the scores were averaged to determine the high/low responsiveness score.

To determine decision-making scores, the decision factors were classified as either independent or interdependent according to an established set of criteria. In the classification process, a third category emerged labeled "objective decision making" which was characterized by factors based on objective, factual information. A scoring process was devised that resulted in independent, interdependent and objective ratio scores for each subject.

The results of two-tailed *t* tests and Pearson Correlation Coefficients performed on all decisions and then on career decisions alone indicated that men and low responsives tended to make significantly more objective decisions; women and high responsives tended to make significantly more interdependent decisions. Both made somewhat equal independent decisions. A second *t* test to determine differences between the correlation coefficients of gender and the three decisional categories and high/low responsiveness and the decisional categories revealed that in only one case was gender a significantly better predictor of personal decision making than communication style, i.e., women seemed to be more significantly related than responsiveness to interdependent career decision making.

EFFECTS OF MESSAGE ORDER ON MEMORY FOR A REQUEST FOR HELP

Order No. DA8423989

NAZEMZADEH, NASSER, PH.D. *The University of Oklahoma*, 1984. 146pp. Major Professor: Lauren G. Wispe

Langer and Abelson (1972) hypothesized that the frequency in compliance to a "legitimate" request for help would be greater when the opening phrase was "victim-oriented" and also to an "illegitimate" request when the opening phrase was "target-oriented." Victim-oriented appeals started with a statement of the victim's need, whereas the target-oriented shifted attention immediately to the object of the request. Results of their study confirmed their hypothesized interaction between legitimacy and type of appeal and Innes (1974) confirmed these results in a cross cultural sample.

These two studies suggested that the frequency of compliance was greater in the legitimate victim-oriented and in the illegitimate target-oriented appeals. These two types of appeal for help appear to motivate, or "demand," and somehow move the passers-by to comply in helping the victim more often. If this explanation is true, then it follows that these types of appeals are remembered better than the alternative ones. The present study tested the hypothesis that legitimate victim-oriented and illegitimate target-oriented appeals are remembered better than legitimate target-oriented and illegitimate victim oriented ones. Both memory recall and recognition tests were administered to eight groups of twenty students enrolled in Communication 1113 after their viewing a video tape of the same messages used in Langer and Abelson's study. The recognition test confirmed this hypothesis, but the recall test did not support confirmation. Since recognition memory is easier than recall, obviously these results provide only weaker support for Langer and Abelson findings than if the subjects had been able to recall the messages.

In a finer grained chi-square analysis, the subjects revealed that they recognized legitimate appeals more than illegitimate ones and victim-oriented appeals over target-oriented ones. (See Tables 17 & 18). If, for the purpose of this study, it can be argued that recognition may be a factor in attention, then the present results suggest that legitimate victim-oriented messages and illegitimate target-oriented messages may be more cognitively demanding (that is, get more attention) than their counterparts. By an extension of these results, one could then suggest the implications of these results for various appeals for help and charity. It could be argued that it would be better to use victim-oriented appeals when the request was one that would probably be seen as legitimate in that sub-culture, and target-oriented appeals when the request might be perceived as illegitimate.

THE DEVELOPMENT OF THE INTERPERSONAL COMMUNICATION CURRICULUM AT NORTHEAST MISSOURI STATE UNIVERSITY

Order No. DA8426448

OSIGWEH, BRENDA JEAN, PH.D. *The Ohio State University*, 1984. 194pp. Adviser: Professor Elsie Alberty

This study was an attempt by the researcher to analyze the curriculum development process at the college/university level by doing a case study of the Interpersonal Communication curriculum at Northeast Missouri State University in Kirksville, Missouri. The study was conducted at Northeast during a six month time period (from December 1983 to May 1984). During this time, questionnaires and interview schedules were formulated, pre-tested, and implemented. Also, document research was done both to verify, and obtain information.

The study revealed information about the way curriculum decisions are made at colleges and universities, especially the way curriculum decisions are made at Northeast. This study showed that: (1) the stage during which the curriculum is adapted is the most well planned and thought out stage, and (2) certain factors seem to influence the curriculum more than others--among these are student interest, new faculty, and new directions in the communication field. In this case study, the interaction among these variables was found to be the force behind the Interpersonal Communication curriculum development effort.

PERSUASIBILITY, GENDER, AND TOPIC BIAS AS VARIABLES IN ATTITUDE CHANGE: AN EXPERIMENTAL INVESTIGATION

Order No. DA8503940

PIETSCHER, KAY ELLEN, PH.D. *Ohio University*, 1984. 206pp. Director of Dissertation: Ted J. Foster

Behavioral research, as well as common sense, suggests that there are individuals, irrespective of the issues involved, who are more susceptible than others to persuasive appeals. These consistent individual differences in susceptibility to persuasion comprise the construct, "general persuasibility". The purpose of this study is three-fold. The primary objective of this investigation is to determine if the persuasibility scale designed by Edward Phillips (1981) accurately predicts the degree of attitude change following a persuasive message. Second, the study examines whether females are more susceptible to being persuaded than males. The current research specifically addresses the question, whether women score significantly higher on the persuasibility scale than men. The final area of interest investigates the relationship between the sex of the subject and the topics of the oral persuasive messages.

The study was divided into two phases. In Phase I, the Phillips' 36-item persuasibility instrument was administered to 394 Ohio University students during the 1984 Spring Quarter. A few weeks later, these students completed three pretest questionnaires assessing their initial attitudes toward capital punishment (neutral topic), the military draft (male-biased topic), and ERA (female-biased topic). During Phase II, 204 students of the original population, volunteered to listen to three taped messages (one on each of the three topics) and completed three posttest attitude questionnaires. The research design was a 2 x 3 split-plot repeated measures design for the second phase of the investigation.

The results of a factor analysis of the persuasibility instrument indicates that the scale is not unidimensional as was originally contended by Phillips. Instead, the factor solution delineates one dominant factor and 12 minor factors with associated eigenvalues above one. The results of a Pearson product moment correlation indicate the scores of the persuasibility instrument do not predict attitude change following a persuasive message for either males or females. The results of a *t*-test show women do not score significantly higher on the persuasibility scale than men. Finally, the ANOVA indicates that males experience greater attitude change from a female-oriented topic and females show greater attitude change from a male-oriented topic. There is no significant difference in the degree of attitude change between the sexes on the neutral topic, suggesting gender, individually, is not related to attitude change following persuasive messages.

COMMUNICATING AT THE BONDING STAGE OF RELATIONSHIPS: THE ROLE OF SELF-DISCLOSURE AND RELATIONAL COMPETENCE IN DYADIC ADJUSTMENT

RICH, MELANIE JOY, PH.D. *University of Southern California*, 1984. Chairman: Professor Kenneth Sereno

Communication between couples has always caused interest; however, the divorce rate is still increasing. No attempt has been made to relate findings of what types of disclosure between couples indicate happiness or unhappiness in the relationships. The purpose of this dissertation was to create a theoretical framework for examining self-disclosure of people involved in couple relationships and provide a test of the theory. In addition, the dissertation was designed to examine the relationship of competence and differences between happy and unhappy couples.

One hundred twenty-three response-interval questions were adapted from previous research of self-disclosure, relational competence, and dyadic adjustment. Two hundred faculty members and students from Redondo Union High School and El Camino College were questioned. The students were enrolled in night classes to insure that an older population was involved in a relationship.

Correlations and *t* tests between self-disclosure, competence and dyadic adjustment were implemented. Results indicated that competence is more important than self-disclosure in explaining differences between happy and unhappy couples. Happy couples differend significantly from unhappy couples on the basis of positive self-disclosure, expression of emotion and relational competence.

Information governing interpersonal communication was generated from the findings. Implications of the research with regared to methodological and theoretical considerations were discussed and suggestions for further research were made.

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LEADERLESS AND FACILITATED SMALL GROUPS: A COMPARISON OF EVOLUTIONARY DEVELOPMENTS

Order No. DA8422642

RISON, FAYE, PH.D. *University of Colorado at Boulder*, 1984. 161pp. Director: Professor Samuel A. Betty

The purpose of this experimental study is to compare ten stages of group growth and development of a closed small leaderless group to a small facilitated group. This study is designed to provide information, knowledge, and analysis of the evolutionary developments of the small leaderless group during its life cycle to promote the transferability of small group growth and development theory to the small leaderless group.

To test the hypotheses of this study, two randomly selected groups are compared and contrasted to a model group, a purely theoretical group constructed to represent expected behavioral characteristics as defined by Cohen and Smith's (1976) theory of group growth and development. The results of this study indicate that significant differences exist between the theoretical model group and the small leaderless group in the majority of the ten stages of group growth and development. The leaderless group conforms to the theoretical group in the last three stages. No significant differences exist between the facilitated group and the theoretical model group in the majority of the ten stages.

FOUNDATIONS FOR AN INTERPERSONAL UNCERTAINTY CONSTRUCT AND THE RELATIONSHIPS AMONG ATTITUDE SIMILARITY, UNCERTAINTY AND ATTRACTION

Order No. DA8425546

ROACH, DEBORAH ANN, PH.D. *The University of Oklahoma*, 1984. 190pp. Major Professor: H. Wayland Cummings

The focus of this investigation was on the construction and validation of an uncertainty instrument and on its subsequent ability to address the relationships among attitude similarity, uncertainty and attraction. In order to construct the Interpersonal Uncertainty Scale, 65 items were generated from current conceptualizations of uncertainty in the literature and were presented to subjects across four levels of attitude similarity. Attitude similarity was operationalized through the use of a bogus stranger questionnaire. The results of a principle components analysis revealed the existence of a single ten-item factor which tapped both the dimensions of perceived ability to predict and explain others' behaviors, values, attitudes, beliefs, etc.

The newly developed Interpersonal Uncertainty Scale then was employed in an experimental study in an effort to (1) provide support for the construct validity of the scale and (2) assess the potential of uncertainty as a candidate for mediation in the attitude similarity-attraction relationship. Results of the study partially supported the reliability and validity of the scale, although problems inherent to the study made the findings difficult to interpret. The findings are discussed in light of four major validity issues and their pertinence to this study.

ALIGNMENT TALK IN MARITAL CONVERSATION

Order No. DA8421798

SCOTT, LOREL MARGARET, PH.D. *The University of Texas at Austin*, 1984. 201pp. Supervising Professor: Robert Hopper

Conversation bewteen married partners operates via basic talk sequences which align the cognitions and behavior of the intimates. This study examined two principle alignment sequences: formulations and accounts. Conversation was tape recorded by fifteen volunteer couples under naturalistic conditions in their homes.

Three mini-studies comprised this diessertation. Study I examined relative frequencies of formulations and accounts; results indicated that married people use more formulations than accounts and therefore that they practice a legislative, rather than a remedial, style of conversation. Study II examined formulation sequences with specific reference to responses to formulation crystals; results indicated that married people typically respond to their mate's formulations with pass responses. Confirmations were the next frequent responses, and disconfirmations were the least frequent responses to formulation crystals in these marital conversations. Results of Studies I and II were also analyzed for interaction with marital adjustment and relational communication style and sex of the speaker.

Study III examined interaction between two marital measures of adjustment and relational style, the Spanier Dyadic Adjustment Scale and the Fitzpatrick Relational Dimensions Instrument, respectively. Marital adjustment and relational style appeared to be related in this sample; Independents scored highest in adjustment, Traditionals scored average, and Separates scored lowest in adjustment.

Formulations in marital conversation appeared to serve four functions: interpretation of the self and the spouse as a couple, interpretation of the spouse, positively or negatively, interpretation of significant others, and coordination of spousal activities and schedules. An additional qualitative conclusion was that the naturalistic method of conversation collection used here is efficient and viable.

Future research should focus on: detailed description of the pass response, detailed study of accounts in marital conversation, examination of formulation functions in other types of conversation, and large scale investigation of interaction between Spanier's Dyadic Adjustment Scale and Fitzpatrick's Relational Dimensions Instrument.

INDIVIDUAL DIFFERENCES IN THE PURSUIT AND SECUREMENT OF MULTIPLE OBJECTIVES IN INTERPERSONAL PERSUASIVE INTERACTIONS

Order No. DA8422154

SHEPHERD, GREGORY JOHN, PH.D. *University of Illinois at Urbana-Champaign*, 1984. 140pp.

Traditional investigations of persuasive communication have focussed primarily on the pursuit and securement of only an instrumental (persuasive) objective. But in interpersonal persuasive interactions, interactants may pursue multiple objectives in attempts to secure multiple intentions (effects). This study investigated the pursuit and securement of instrumental, relational, and overall communicative objectives by examining the production and effects of messages exchanged in dyadic persuasive interactions. Subjects were paired to discuss a controversial issue on which they strongly disagreed. The messages produced in those interactions were characterized according to the extent to which they reconciled and pursued the competing instrumental, relational, and overall communicative objectives. Prior to the interactions, subjects completed measures designed to assess (a) attitude toward the controversial issue, (b) confidence in that attitude, and (c) level of interpersonal construct system development. Following the persuasive interactions, subjects completed measures designed to assess various interaction outcomes (dimensions of effectiveness): subjects recorded impressions of their interactional partners, and responded to scaled questionnaire indices of effectiveness relating to the securement of the instrumental, relational, and overall communicative objectives. Though the situation dictated that subjects pursue the instrumental objective (and hence all produced primarily single intentioned persuasive messages that rejected the other interactant's position on the issue), significant and systematic differences in the production of messages were discovered for individuals who differed in interpersonal construct system development (e.g., persons with relatively developed interpersonal construct systems were more disposed to pursue the relational objective in these interactions). Those differences were found to be consequential to attaining broad based effectiveness--securing multiple objectives. So, for example, messages found to be effective in securing one objective were sometimes detrimental to the securement of other objectives; only messages that fully reconciled (integrated) the various objectives were effective in promoting broad based effectiveness--multiple objective securement--and persons with relatively developed interpersonal construct systems were more apt to produce such messages than were relatively undeveloped interactants. The results of the investigation supported constructivist theory and its approach to communication.

THE COMPLIMENT SEQUENCE

Order No. DA8421801

SIMS, AMITABHI LANITA, PH.D. *The University of Texas at Austin*, 1984. 261pp. Supervising Professor: Robert Hopper

Compliment sequences involve two pair parts. The first pair part (FPP) is the compliment, i.e., any positive evaluation of behavior. The second pair part (SPP) is the compliment response, i.e., any statement that fills the next turn position established by the FPP. Most studies to date examine *only* one part of the sequence: the FPP or SPP. The goal of the present research was to gather compliment data, in a natural environment, and identify and describe both parts of the sequence as fully as possible from a conversational analysis perspective.

Seven parts of the compliment FPP of the sequence were examined, i.e., compliment position, compliment elicitation, compliment format, compliment directness, compliment topic, compliment semantic formula, compliment syntactic formula. Two parts of the compliment response SPP of the sequence were examined, i.e., compliment response function, compliment amendment function. Results were that 80 of 150 times compliment sequences evolved naturally from conversational disclosures. Compliments usually did not have utterances preceding or following them. Compliments were very formulaic. Most compliments were negatively received 88 of 150 times and positively received 62 of 150 times. The majority of compliments occurred with accounts 84 of 150 times. Ninety-four of 150 times women gave more compliments. Lower status people gave more compliments to men whereas higher status people gave more compliments to women. Higher status people received 52 of 102 direct compliments and 70.8% of 48 indirect compliments. Seventy-three lower status complimenters received the pass response more (58.6%) and higher status complimenters received the agreement response more (64.4%). More performance compliments were given to men (78.7%) and more possession compliments were given to women (37.3%). Future research should focus on a CA approach to studying both pair parts of the compliment sequence (FPP/SPP) in natural environments. More information is needed on the FPP and SPP interaction that occurs in compliment sequences. Future studies should also observe sex and status variables and their co-interaction with the SPP compliment response function, e.g., pass, and compliment amendment function, e.g., account.

IRANIANS' ATTITUDE TOWARD NATURE AS PERCEIVED BY AMERICAN SPECIALISTS: A STUDY IN COMMUNICATION AND CULTURE

Order No. DA8424271

STEININGER, MARYAM Y. YEKTA, ED.D. *Columbia University Teachers College*, 1984. 179pp. Sponsor: Professor Louis Forsdale

Chapter I begins with a discussion of the need for the study of some of the fundamental values that can affect international relations and communications. The importance of the personal channels, such as the specialists on cultures, are discussed in this section. It is also devoted to theoretical questions involved in the study of cultural values. The theory and general method developed for this study are proposed here. The method chosen is qualitative and descriptive analysis of the tape recorded interviews of the perceptions of fifteen American "specialists" on Iranian culture about the way Iranians view nature. "Concept of nature" is one of the five general concepts in the Value Orientation Theory developed by certain anthropologists and cross-cultural scholars to examine a culture hierarchy of values. Questions for the interviews include three general questions and four questions based on the categories of the concept of nature in the Value Orientation Theory of Condon and Yousef (1975) which is selected for this study.

Chapter II discusses briefly the development of Iranian history and culture, after which the literature and research related to the present study are reviewed. Chapter III presents the methodology--the interview and qualitative content analysis--and the reason for the selection of this method. Definitions of and qualifications for the "specialists" are also explained in this section. And although most specialists were very communicative and supportive, effort was made to assure anonymity and confidentiality of the interviews.

Chapter IV presents a fairly detailed summary of the findings of American specialists' perception of Iran and educated Iranians' attitude toward nature. Chapter V is a summary of the cultural similarities and differences between Iranians and Americans according to this study and a discussion of the basic reasons for some of these differences. Suggestions regarding educational reforms and future research are included in this chapter.

PATTERNS OF ENDING: AN EXPLORATION INTO THE INDIVIDUAL'S FINISHING EXPERIENCE IN SMALL TASK GROUPS

Order No. DA8425585

URDA, LINDA VARIAN, PH.D. *Case Western Reserve University*, 1984. 196pp. Adviser: Howard Goldstein

This exploratory study took a phenomenological approach to examining individuals' experiences of "finishing" following task and problem-solving group sessions. Although closure has been previously examined in other contexts, such as in termination as a collective group phrase, in therapeutic treatment, or as a part of the grieving process, it has heretofore been unexamined as it applies to individuals within an organizational group setting. Based on theoretical principles of gestalt psychology and communication feedback, questions pertaining to the following areas were researched: Can individuals identify a sense of closure following task group sessions? Do individuals who feel a sense of closure react differently than those who do not? What categories do the reactions fall into and how strongly are they felt? Is there a relationship between leadership style and experiences of closure?

Findings indicate that individuals are clearly able to identify a sense of being finished, or not, with the group experience, and that reactions differe markedly depending on whether or not closure has occurred. Closure was found to be highly individualized, with some persons finishing, while others in the same group felt completely unfinished. Leaders of the groups were found to play a significant role in facilitating closure among group members.

Although "task" accomplishment was determined to be the raison d'être of the groups, calling them together and maintaining them, the "social" aspects, both in terms of the group interaction and the personal experience of members, was found to be the most significant dimension of the experience for members, and the most likely to remain incomplete.

Members' expectations had a significant relationship to their experiences of closure.

Participant observation was found to be inaccurate, as a singular method, to assess the nature or intensity of individuals' feelings in task group settings.

THIRD CULTURE DEVELOPMENT IN SMALL GROUPS: A CONSTRUCTIVIST/LANGUAGE-ACTION APPROACH

Order No. DA8422669

WILLIAMS, DALE EDWARD, PH.D. *University of Colorado at Boulder*, 1984. 257pp. Director: Assistant Professor Janice H. Rushing

Intercultural communication literature does not adequately account for the creative process in which participants from different cultures construct and maintain their own social reality as a context for their communicative exchanges.

The third culture model promises to be a heuristic tool for analyzing this creative phenomenon in intercultural interactions. However, a survey of the small amount of literature on the third culture reveals that the concept is not consistently defined, nor its development explained.

This dissertation argues that from a communication perspective, culture is a cognitive system of meanings which govern and interpret social behavior. Taking a constructivist rules theory approach, this dissertation defines cognitive culture in terms of shared communication rules and codes of meaning which emerge out of the episodic transactions of the group. As the group develops a unique repertoire of rules and codes, it forms a third culture.

An empirical study was made of an Intensive English class at an American university which met for ten weeks in the fall of 1983. Eleven students represented eight different cultures. In a qualitative, interpretive approach, the episodes of interaction, based on the language-action paradigm, were examined. The encounter rules of propriety were extracted from these episodes, and codes of meaning were inferred from the behavioral rules and patterns observed in the students' interactions.

According to the analysis of data, this group formed a rudimentary third culture. While the group developed its own encounter rules which were not actualizations of American form of life codes of meaning, these rules and codes applied only to the encounter of the Intensive English classroom.

This study is significant because it defines third culture in terms of behavioral rules and codes of meaning. This rules perspective provides fruitful insight to the unique culture which small groups can create when they interact over time. The significance of the study was in showing how, from constructivist and language-action approach, behavioral rules and codes of meaning gradually emerge in a process of symbolic and episodic interaction.

POLITICAL OPINION CHANGE IN PARENT-ADOLESCENT DYADS: THE INFLUENCE OF COMMUNICATION ACTIVITIES

Order No. DA8422721

WILSON, DONNA WARNER, PH.D. *The University of Wisconsin - Madison*, 1984. 158pp. Supervisor: Professor Steven H. Chaffee

This study presents arguments for a reciprocal/bidirectional approach to parent-offspring socialization as a more realistic and productive framework than the dominant unidirectional "model" of parent influence on children/adolescents. Therefore, the emphasis was on adolescents as possible agents in their parents' political socialization processes. Influence was limited in this secondary analysis to individual political opinion movement within parent-adolescent dyads, i.e. a change in one member of the dyad's opinion toward agreement with the other member. A two-wave panel of 501 dyads was investigated in terms of opinion change on political issues and candidates during the 1980 presidential campaign. Election campaigns were viewed as important elements in an individual's socialization process which would have implications for the short-term of the election and potential effects on other more abstract orientations and more permanent political objects.

Based on the social power framework, expert power was specifically proposed as a power base/resource from which adolescent-to-parent influence could be expected. It was hypothesized that communication activities within the dyad comprised a dimension (expertise) of the expert power base from which adolescent influence could be expected. That is, it was expected that parents would score higher than their adolescent counterparts on mass communication and interpersonal communication variables, but that the differences between the dyad members in the group in which parents changed in the direction of their offspring would be smaller than the differences between dyad members in the group in which adolescents changed in the direction of their parents.

The findings indicate that influence between parents and adolescents during an election campaign is bidirectional and that communication variables do discriminate between adolescent influence and parent influence groups, but only for variables associated with adolescents' use of newspapers for political information and not for variables associated with television use, debates between the candidates, and external and internal interpersonal communication activities. One exception is attention to the Republican and Democratic primaries. And the findings show that when opinion change does occur, it is an outcome of the general structure of communication activities within the relationship, i.e. more likely to be consistently in the direction of adolescent influence or parent influence rather than issue dependent.

THE EFFECT OF COGNITIVE COMPLEXITY ON INTERPERSONAL COMMUNICATION SATISFACTION AND PERCEIVED CONFIRMATION

Order No. DA8429978

YANDA, JANICE J., PH.D. *University of Denver*, 1984. 179pp.

The purpose of this study was to investigate effect of cognitive complexity upon two interpersonal communication outcomes: communication satisfaction and perceived confirmation.

Subjects were selected from the introductory speech communication course, Speech 100, at Kearney State College. Subjects whose cognitive complexity scores ranked in either the top 25 percent or the bottom 25 percent were randomly formed into the following experimental conditions: (1) High cognitive complexity individual interacting with a high cognitive complexity individual; (2) High cognitive complexity individual interacting with a low cognitive complexity individual; (3) Low cognitive complexity individual interacting with a high cognitive complexity individual; (4) Low cognitive complexity individual interacting with a low cognitive complexity individual. The dyads were randomly assigned to interact on two different levels: a relational level and a content level. Following the interaction, subjects were given two measures: communication satisfaction and perceived confirmation.

Three major hypotheses of the study stated (1) that subjects who were high in cognitive complexity would have higher communication satisfaction scores and higher perceived confirmation scores when interacting on the relational level than those low in cognitive complexity, and that those low in cognitive complexity would have higher communication satisfaction scores and higher perceived confirmation scores when interacting on the content level than those high in cognitive complexity; (2) that those high in cognitive complexity would have higher communication satisfaction scores and higher perceived confirmation scores when interacting on the relational level than when interacting on the content level, and that those low in cognitive complexity would have higher communication satisfaction scores and higher perceived confirmation scores when interacting on the content level than when interacting on the relational level; and (3) that communication satisfaction and perceived confirmation would be greater for individuals who are in dyads whose members are alike in cognitive complexity than for individuals who are in dyads whose members are unlike in cognitive complexity.

The data were analyzed using two 2 x 4 factorial designs, one for communication satisfaction and one for perceived confirmation. The findings of this study supported the first two hypotheses but not the third.

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